



## Telling a Story in 3D

Grade Band
K-2
Brief Lesson Description
Challenge students to create a 3D representation of a character, place, object, etc. from an original story. Students will have to think critically about how their design can be used as a prop to help them tell their story.
Standards
<p><b>ELA:</b></p> <ul style="list-style-type: none"><li>● CCSS.ELA-Literacy.W.K.3</li><li>● CCSS.ELA-Literacy.W.1.3</li><li>● CCSS.ELA-Literacy.W.2.3</li></ul> <p><b>National Core Arts:</b></p> <ul style="list-style-type: none"><li>● VA:Cr2.1 (K-2)</li><li>● VA:Cr2.2 (K-2)</li><li>● VA:Cr3.1 (K-2)</li></ul> <p><b>ISTE Teacher:</b></p> <ul style="list-style-type: none"><li>● 2.6.a</li><li>● 2.6.b</li><li>● 2.6.c</li></ul>
Objectives
<ul style="list-style-type: none"><li>● I can create my own original story.</li><li>● I can identify major events in a story.</li><li>● I can design a 2D picture of this element.</li><li>● I can build a 3D object of this element using a 3D pen, yarn, wax sticks, or other medium.</li></ul>
Suggested Materials



- Storyboards or space for students to write/draw their ideas. Utilize one of the provided Canva templates if desired:
  - [Simple storyboard](#)
  - [Story writing pages](#)
- Scrap paper or digital drawing tool.

### 3D Medium Options:

- 3D pen and filament
- Wax craft sticks
- Yarn and glue
- Pipe cleaners
- Clay
- Pom poms

### Lesson Activity

1. Have students compose a narrative through writing, drawing, dictating, or a combination of those actions. The story can consist of single events for younger students and multiple events for older students. Students should be able to create a story that logically tells the order of events. The extent to which students provide a reaction or story closure is specified in the above focus standards.
2. Once students have created their narrative, ask them to determine a character, place, or object that is important to the story. You can also have students explain how creating a prop of this object will help them tell their story.
3. Students will first sketch a full drawing of what this prop will look like.
4. Then, they can either trace the doodle they made with a 3D pen or use the other suggested materials. You can also have students create simpler sketches to build on top of, draw stencils they can repeatedly use, or provide students with the raw material to build independently of their drawings.
5. Then, students can assemble any additional elements of their design and paint components if desired.
6. When all students are done, have students share their work in one of the following ways:
  - a. Retell their story to the class or in groups using the prop they created.
  - b. Show their prop to the class, partner, or in small groups and explain what it is and how it relates to the story.
  - c. Display their prop and the original drawings or story around the room for students to look at in a gallery walk.

### Closure

- Have students reflect on the process of creating the 3D version of their 2D drawings and ideas. Was



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# Lesson Plan Activity

it a good representation? Was it easier or harder than they thought? Did they enjoy the process?

## Extension Ideas

- Use a 3D scanner to create a virtual 3D model of the design they created. You can even 3D print student designs if time and materials allow.
- Convert student drawings to digital images (scan or take a JPEG picture) and then use a file converter to transform them into 3D files (SVG to STL).
- Bring the design to life using TinkerCAD or other software. Reduce infill to minimize print time.